

REVISED March 22, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Dr. Gloria McNutt

Official School Name John S. Bradfield Elementary School

School Mailing Address 4300 Southern Avenue

Dallas TX 75205-2640
City State Zip Code+4 (9 digits total)

County Dallas School Code Number* 057911102

Telephone (214) 780-3200 Fax (214) 780-3299

Website/URL http://br.hpsd.org E-mail mcnuttg@hpsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Cathy Bryce

District Name Highland Park Independent School District Tel. (214) 780-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jeffrey A. Barnes

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)

 7 TOTAL

2. District Per Pupil Expenditure: \$8641

Average State Per Pupil Expenditure: \$8838

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 6 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|----------|------------|--------------|---|-----------|------------|--------------|-------------|
| K | 60 | 54 | 114 | 7 | | | |
| 1 | 63 | 68 | 131 | 8 | | | |
| 2 | 52 | 53 | 105 | 9 | | | |
| 3 | 48 | 64 | 112 | 10 | | | |
| 4 | 59 | 55 | 114 | 11 | | | |
| 5 | | | | 12 | | | |
| 6 | | | | Other | 2 | 4 | 6* |
| | | | TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | 582 |

*Preschool Program for Children with Disabilities.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>0</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 7%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 20 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 20 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 40 |
| (4) | Total number of students in the school as of October 1 | 562 |
| (5) | Subtotal in row (3) divided by total in row (4) | .071 |
| (6) | Amount in row (5) multiplied by 100 | 7.11 |

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English

Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 0%

Total Number Students Who Qualify: 0

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
58 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|--------------------------------|--|
| <u>3</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>42</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|-------------------------|-------------------------|
| Administrator(s) | <u>1</u> | <u> </u> |
| Classroom teachers | <u>36</u> | <u>1</u> |
| Special resource teachers/specialists | <u>2</u> | <u>1</u> |
| Paraprofessionals | <u>6</u> | <u> </u> |
| Support staff | <u>2</u> | <u> </u> |
| Total number | <u>47</u> | <u>2</u> |

12. Average school student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 98% | 95% | 97% |
| Daily teacher attendance | 91% | 93% | 93% | 93% | 95% |
| Teacher turnover rate | 16% | 14% | 36%* | 18% | 3% |
| Student dropout rate | NA | | | | |
| Student drop-off rate | NA | | | | |

*This number also includes the loss of teachers due to a district-wide reduction in force.

Part III - SUMMARY

Bradfield Elementary is located in Highland Park Independent School District (HPISD) in Highland Park, Texas. Highland Park ISD is a district of 6,046 students surrounded by the city and school district of Dallas. Built in 1926, Bradfield is a neighborhood school, steeped in a tradition of excellence and success for all students. The school has a family oriented environment where parents and staff form a partnership in education. The partnership of parents and staff is the strength of our school. The partnership has a commitment to excellence and success for every child.

Staff and parents believe that collaboration and teamwork are the keys to success. Through the site-based Campus Leadership Council (CLC) a community of stakeholders is involved in the planning process for student achievement. Members of the CLC represent teachers, parents, community and business. Parents are actively involved in the school through the Parent Teacher Association (PTA) and the Dads' Club. The parent organizations provide a vehicle for parent involvement through multiple volunteer opportunities. Fundraising through the parent organizations provide needed instructional supplies, staff development, technology, staffing for accelerated reading and math programs, and school maintenance.

The principal, the instructional leader of the school, encourages teacher leadership. The strength of the school team requires empowering teachers to become advocates for excellence. Teamwork is the scaffolding to support student learning. Teachers work together in grade level and vertical teams to enhance instruction for student achievement. Sharing instructional strategies and common vocabulary, little instructional time is lost as children transition through the grade levels. Through collaboration the staff provides the focus for excellence.

Student work is displayed throughout the school. Writing is a focus for every grade level. Students become authors early in kindergarten. Their work is celebrated and shared. Bradfield teachers believe that writing encourages children to think. Student writing products even extend into the art classroom where students have journals to record their thoughts. The student art gallery contains not only student art projects but student commentary about their work.

The staff embraces the belief in "an unyielding commitment to excellence" that is part of the HPISD mission statement. It is this commitment to excellence that drives the instructional program. Students are provided with many opportunities to collaborate and solve problems in real world situations. Students are encouraged to write about their experiences, to share their strategies for solving problems with their classmates, and to always prove and defend their answers.

All teachers are involved in the support of students. Each teacher in the school is a reading tutor and mentor for a third grade student who needs additional support. Third grade students must pass the state reading assessment, Texas Assessment of Knowledge and Skills, to be promoted to the next grade level. This team effort supports third grade students through the high stakes accountability assessment. This is just one example of the support and care the teachers and staff of Bradfield give to each and every student. Special Education services range from the Preschool Program for Children with Disabilities, speech, and a resource setting that serves a variety of disabilities. Support through collaboration is always available for teachers and students. Any student who is struggling or having difficulty is referred to the Student Support Team (SST), a specialized faculty team that develops a plan for support of the student. Parents are invited to participate in the SST to collaborate in the plan for student success. The partnership between the school and the parents enhances the student's potential for success. The Bradfield partnership of parents and staff reflect the community effort for excellence and success for all students. This commitment for student learning is the reason for our success.

Part IV – INDICATORS OF ACADEMIC SUCCESS

IV – 1. Assessment Results: The state assessment system, The Texas Assessment of Knowledge and Skills (TAKS), is mandated by the state. This assessment is aligned to the state curriculum, the Texas Essential Knowledge and Skills (TEKS). In 2002 – 2003, the TAKS, a much more rigorous test, replaced the prior assessment, the Texas Assessment of Academic Skills (TAAS). The TAKS is a criterion referenced test based on learning objectives. As the state phased in the TAKS, the passing standard increased each year. The Met Standard category represents satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard. Students who met standard can be assumed to have a sufficient understanding of the knowledge and skills measured at their grade. In addition to the passing standard, the state gives commendations for high performance on individual tests. Individual students may receive commended scores in reading and/or math. Students in the Commended category performed at a level that was considerably above the state passing standard. Commended scores represent achievement above 90%. Further, students in this category can be assumed to have a thorough understanding of the knowledge and skills measured at their grade level. Schools and districts may receive Gold Performance Acknowledgments in tested areas if over 20 percent of the students receive commended scores. Students in grades three and four are assessed in the areas of reading and mathematics. In addition, students in grade four are assessed in writing. Assessment results may be viewed on the Texas Education Agency website at <http://www.tea.state.tx.us/perfreport/aeis/>.

Bradfield's accountability rating, based on the state assessments, is exemplary; the highest statewide rating. In addition, Bradfield earned Gold Performance Acknowledgments for commended performance in reading, mathematics, and writing. Bradfield students scored 100 percent at every grade level in all areas tested. In reading, 77 percent of the students were commended. Mathematics scores produced 71 percent commended. Sixty-eight percent of the fourth grade students received commended scores in writing.

Perhaps the most noteworthy of the achievements on the assessment is in the area of continuous improvement. The percent of students' passing scores on the more rigorous TAKS are higher than on the previous TAAS. Commended scores increased significantly: reading scores 14 percent, mathematics scores 18 percent, and writing scores 18 percent.

Continuous improvement is a goal of the school. We are always striving for excellence in education. We attribute our success to careful study of the assessment data to meet the identified needs of our students, an enriched, aligned curriculum, and a commitment to high quality, research based instructional strategies that meet students' abilities, strengths, and needs.

IV – 2. Use of Assessment Data: At Bradfield, we believe that careful study of assessment data is critical to the success of the instructional program. As we receive the assessment results from the state, the Bradfield instructional staff analyzes the data to determine strengths and weaknesses in our curriculum. We look for validation of curriculum and instructional strategies. We also determine areas of weakness for curricular adjustments.

In grade level teams, through an item analysis, the principal and teachers look at each individual question. If the question is one that the students frequently missed, we develop strategies to strengthen the objective. Teachers share the results of their study with other staff during instructional staff meetings. Teachers at other grade levels incorporate those strategies at the appropriate developmental level into their curriculum. Through this team approach, the curriculum alignment is strengthened.

Teachers also analyze the assessment results for each individual student. From the results of the individual analysis, teachers develop an Individual Intervention Plan for those students identified as needing extra support. That support may include but is not limited to small group accelerated reading and

math instruction, the dyslexia program, small group or individual tutoring, and individual accommodations and instruction within the regular classroom. As teachers use informal and benchmark assessments within the classroom, student progress is measured. Additional students may be identified from these additional assessments for an individual plan. The principal meets on a regular basis with teachers to discuss the progress of each student supported by the plan.

IV – 3. Communicating Assessment Results: Communication with the students, parents, and community is a top priority of Bradfield Elementary. The partnership that is formed through communication is vital to the success of the students, and ultimately the school. Critical to the success of any classroom is the communication between the student and the teacher. Teachers work with individual students to help develop an understanding of their strengths and weaknesses. Students are encouraged to correct their mistakes and communicate to the teacher their strategies for solving problems.

Parent conferences, funded by the PTA, are another vital part of communication for teachers and parents. Bradfield has a mandatory parent conference in the fall for all grade levels. In this meeting, teachers share the results of benchmark assessments and classroom projects. Kindergarten and first grade schedule a mandatory conference in the spring to again communicate assessment results. Communication to parents is distributed in Friday folders to keep parents up to date on school dates and information. Progress reports and report cards are distributed on a six week basis. PTA and Dads' Club meetings are well attended. Parents are informed with an update on school progress at each meeting. The "Bradfield Bulletin" is distributed to parents on a biweekly basis. Information regarding dates and testing are included in the newsletter. The school liaison reports information on Bradfield important events to the local newspapers.

Parents, teachers, and community members are part of the Campus Leadership Council (CLC). This council is the goal setting and planning group for the school. The CLC is given an ongoing report on school assessment data. In addition, the school report card with assessment data from the state assessment (TAKS) goes home to every parent and is discussed in public meetings.

IV – 4. Sharing Success: Bradfield Elementary has the honor of being recognized as an Honor School for the second year by the Texas Business and Education Coalition and Just for the Kids. Through this process, we share our successful practices with other schools. A member of the Coalition visits the honor school and gathers data for distribution to other schools. We share information through surveys and e-mail responses to Just for the Kids. Honor schools also meet and discuss successful strategies. In this manner, we are able to share our practices and discuss our work. The culmination of this work is posted on the Just for the Kids website for all schools to access.

Bradfield teachers also serve on the curriculum cadres in all subject areas. We share our strategies and successful practices with all schools in the district. Our district is very collaborative in the curriculum development process. We all learn from each other.

Members of the Bradfield teaching staff have many student observers from area universities. We encourage this observation because we believe that we have much to share and we can all learn from each other. Teachers from other campuses have visited Bradfield to observe our kindergarten and first grade writing practice. The strategies incorporated in the art program at Bradfield have been presented at state and national conferences. Bradfield's art teacher was named as the Texas Art Teacher of the Year by the Texas Art Association.

Part V -- CURRICULUM AND INSTRUCTION

V-1 – The School's Curriculum: Though the rigorous curriculum is tied to the Texas Essential Knowledge and Skills (TEKS), Bradfield strives to enhance the curriculum through the use of creativity, technology, and critical thinking skills.

1. Fine Arts: All students participate in art and music each week. The music and art teachers work with the classroom teachers to integrate music and art with the core curriculum. Students enjoy music through singing, listening, and participating in dance. Basic music theory and research on various composers sharpen the students' critical thinking skills as well as their creative thinking skills.

The art curriculum guides students through four basic strands, which include perception, creative expression/performance, historical and cultural heritage, and critical evaluation. By analyzing artistic styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Technology is utilized in the art curriculum as early as the kindergarten level. In kindergarten, the classroom teacher and the art teacher guide students in selecting bumblebee poems. With the art teacher's help, the students create 3-D bumblebees. Under the direction of the technology teacher, the students prepare to present their poems and bumblebee creations to a kindergarten in Richardson, Texas via our Distance Learning technology.

2. Social Studies: Through our social studies, Bradfield strives to help students become active, involved, and informed citizens. Each grade level provides content that covers citizenship, culture, economics, geography, government, and history. Citizenship skills such as caring, respect, responsibility, fairness, courage, and honesty are also incorporated into social studies lessons. With the help of parents and teachers, first grade students learn about the culture of six different countries. After reading stories from around the world, they each make a suitcase and passport before setting off to study new countries, located in neighboring classrooms.

3. Language Arts: Reading, writing, listening, and speaking are integrated with technology at the core of the language arts curriculum. A comprehensive literacy framework promotes students' success. Listening and speaking skills develop and extend oral language. Through the use of Junior Great Books and the New Jersey Writing Project, higher level thinking skills and critical reading skills are implemented. Students share their reading and writing with peers and adults through book reports, principal's author's chair, reading buddies, author's party, and reader's theater. After a unit of study on fairy tales, second grade students write their own, original fairy tale. Each student publishes a hardbound book, complete with original illustrations

4. Mathematics: Our mathematics curriculum motivates students to develop a mathematical understanding beyond basic computation by introducing real world applications. Each grade level is represented on the district's math cadre. This cadre works each summer to develop new strategies and methods causing the curriculum to change yearly. Special attention is given to problem solving and use of manipulatives through small group interaction. Technology is often integrated into the curriculum. For example, the third grade math classes created Geometry Riddle PowerPoint Slide Shows. High expectations increase student performance at Bradfield.

5. Science: Students observe, analyze, and assess the forces of the natural world that surrounds them. The curriculum is based on the explorations of earth, life, and physical sciences and is integrated with Language Arts and Social Studies. Students develop the Scientific Method to solve complex problems and examine individual hypothesizes. Technology plays an important role in these investigations. The fourth grade students tracked the course of this winter's devastating tsunami. After researching data on the tsunami and charting its course, the students used the Microsoft Excel program to graph, chart, and present their statistics in a newspaper article that was sent to the parents of the district. Through a highly synthesized curriculum of science, language arts, social studies, and technology, the Bradfield students

are challenged to analyze data, determine conclusions, and present their findings to others.

V-2a – Reading Curriculum: A comprehensive balanced literacy framework is the key component in Bradfield’s reading and writing program. This research-based framework was developed by the Highland Park Independent School District literacy cadre and was implemented with great success at Bradfield. Teachers read aloud to students on a daily basis to promote story enjoyment and literature appreciation. Shared reading immerses students in rich literature. Guided reading (whole group, small group, and individualized) is the core of the instructional reading program. Guided reading depends on the teacher to be the instructional leader in designing learning experiences built upon the needs of each child. Reading strategies are taught within the context of the literature. The reading instruction focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Independent reading occurs daily at home and at school. Classrooms are paired up across the grade levels and the reading buddies meet for about 20 minutes once a week. Weekly home-reading records are required in each grade level K-4. Book reports and novel studies are required each six weeks in grades 1-4. Our Accelerated Reading program provides teachers with reading levels to target instruction and check comprehension. Grades K-2 have a literacy library filled with trade books on different levels and interests. Grades 3-4 teach reading using novel studies. Our reading intervention program called Jumpstart provides a strong sequential, multi-sensory, phonics program. Our resource room is used to improve reading skills of at-risk and learning disabled readers. We provide a mentoring/tutoring program for students struggling in reading. Reading benchmark tests and the Texas Primary Reading Inventory (TPRI) assess mastery and enable teachers to modify instruction for students. All assessment is ongoing and recurring. Overall our school and community share a passion for reading.

V-3. Math Curriculum:

In keeping with our mission statement concerned with Bradfield’s “unyielding commitment to excellence,” the goal of our comprehensive math curriculum is to help students think logically, solve real world problems, and understand spatial relationships. While computational skills are important in the study of mathematics, the ability to use higher level thinking skills, critical reading, and make connections to other disciplines is important to lifelong learning. In keeping with our school’s focus of differentiation, Bradfield maintains various instructional settings to meet the many needs of all students. The resource teacher works with students in a small group setting to reinforce and reteach difficult skills. The regular classroom teacher uses a myriad of activities to challenge students. The Talented and Gifted (TAG) math teacher guides gifted students in an accelerated learning experience. All math teachers strive to create a comfortable risk-taking environment in order to promote the creation of multiple solutions, creative problem solving, and advanced technology skills. Through the use of Everyday Mathematics, Investigations, Exemplars, Activities Integrating Mathematics and Science (AIMS), and Marilyn Burns activities, teachers encourage each student to reach his/her greatest math potential. In collaboration with the technology teacher, the fourth grade students participate in a recycling project. The students produce graphs and timelines, and analyze marketing data and statistics to create pamphlets, which are circulated school-wide. The students of Bradfield have demonstrated success in math due to the collaborative efforts of all teachers and their dedication to creating confident, lifelong learners.

V – 4. Improving Student Learning: Student learning is of utmost importance at Bradfield Elementary. Teachers plan and work collaboratively to develop lessons that will inspire every child to engage in the learning process. Teachers are facilitators allowing children to take charge of their own learning in both cooperative groups and hands on learner-centered activities. In fourth grade, students review important math concepts while participating in a “Math Olympics” game. Other students present important information to classmates or edit each other’s writing. Kindergarten students enjoy reading and writing with their third grade buddies. At Bradfield, learning is always meaningful, relevant, and engaging. Assessment drives instruction and student learning. Important data used to assess every student’s strengths and areas of concern includes: running records, benchmarks, TPRI, and TAKS scores. Students

requiring additional help are closely monitored by the Student Support Team and can qualify for remediation if necessary. This might include extra tutoring for thirty minutes daily or pairing up with a special mentor once a week. Bradfield teachers also recognize the importance of differentiation and flexible grouping to meet the needs of every child. For example, when studying fractions a second grade classroom breaks into groups to further investigate the concept. One group makes a slideshow using Kid Pix, while the second group makes their own flash cards and the third group creates their own game to play. This is just one example of how Bradfield teachers help every child learn to their fullest potential. Differentiation can also be seen through the use of technology, individual research projects and independent studies stemming from the student's individual interests.

V – 5. Impact of Professional Development: Bradfield has a commitment to life-long learning for students and teachers. Teachers are the model learners in the school community. Staff development is the under-girding for instruction. At the campus level, the Campus Leadership Council guides the focus for staff development. Learning for students and teachers is part of the campus improvement plan. Areas of focus are identified through assessment and other areas of need. Bradfield teachers studied writing through the New Jersey Writing program, a three week summer training, to develop a consistent writing process across grade levels. Balanced literacy is a goal for the school. Teams of teachers from every grade level attended a literacy workshop, the Richard Owen Institute, during the summer to improve the reading-writing connection.

Differentiation has been the theme for staff development for two years. Bradfield teachers received instruction in ways to differentiate for learners with a variety of styles and needs. Teachers trained in specific strategies for students with learning disabilities. All classroom teachers participated in 30 hours of training in gifted and talented instructional strategies. We believe that all students benefit from this training for the teachers. Teachers also differentiate for students through technology. All teachers are required to meet extensive technology training requirements.

As with all areas of staff development, teachers continue to discuss the strategies on an ongoing basis. Teachers participate in a campus cadre group of study. Teachers develop a focus question which they research and study with the group throughout the year. Teachers select summer staff development topics that support their study question. At Bradfield, we are always working to improve instruction. It is the focus of our work for children.

PART VII - ASSESSMENT RESULTS

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

| | TAKS 2003- 2004 | TAKS 2002- 2003 | TAAS 2001- 2002 | TAAS 2000- 2001 | TAAS 1999- 2000 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Testing month | Mar/Apr | Mar/Apr | April | April | April |
| SCHOOL SCORES | | | | | |
| (TAKS) % Commended Performance | 82% | 69% | NA | NA | NA |
| (TAKS) % Met Standard | 100% | 100% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 99% | 98% | 97% |
| Number of students tested | 114 | 116 | 108 | 97 | 127 |
| Percent of total students tested | 100%* | 100%* | 99%*** | 99%*** | 98% |
| Number of students alternatively assessed | 2 | 2 | 1 | 0 | 0 ARD |
| Percent of students alternatively assessed | 100%** | 100%** | 100%** | 0 | 0 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 35% | 26% | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 91% | 89% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 87% | 86% | 87% |

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

*100% indicates all students eligible for TAKS were tested.

**100% indicates all students eligible for the State Developed Alternative Assessment II were tested.

***99% indicates 99% of the students eligible for TAAS were tested.

ARD1999 – 2000 – 2 third grade special education students were exempted from testing by the Admission, Review, and Dismissal (ARD) Committee.

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

| | TAKS 2003- 2004 | TAKS 2002- 2003 | TAAS 2001- 2002 | TAAS 2000- 2001 | TAAS 1999- 2000 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| (TAKS) % Commended Performance | 69% | 59% | NA | NA | NA |
| (TAKS) % Met Standard | 100% | 100% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 100% | 97% | 97% |
| Number of students tested | 114 | 116 | 108 | 97 | 127 |
| Percent of total students tested | 100%* | 100%* | 99%*** | 99%*** | 98% |
| Number of students alternatively assessed | 2 | 2 | 1 | 0 | 0ARD |
| Percent of students alternatively assessed | 100%** | 100%** | 100%** | 0 | 0 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 25% | 18% | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 90% | 90% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 87% | 82% | 80% |

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

*100% indicates all students eligible for TAKS were tested.

**100% indicates all students eligible for the State Developed Alternative Assessment II were tested.

***99% indicates 99% of the students eligible for TAAS were tested.

ARD1999 – 2000 – 2 third grade special education students were exempted from testing by the Admission, Review, and Dismissal (ARD) Committee.

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

| | TAKS 2003- 2004 | TAKS 2002- 2003 | TAAS 2001- 2002 | TAAS 2000- 2001 | TAAS 1999- 2000 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| (TAKS) % Commended Performance | 72% | 55% | NA | NA | NA |
| (TAKS) % Met Standard | 100% | 99% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 98% | 100% | 97% |
| Number of students tested | 114 | 108 | 98 | 123 | 123 |
| Percent of total students tested | 100%* | 100%* | 99%*** | 99%*** | 98% |
| Number of students alternatively assessed | 1 | 4 | 4 | 3 | 0 |
| Percent of students alternatively assessed | 100%** | 100%** | 100%** | 100%** | 0 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 25% | 17% | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 85% | 85% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 92% | 90% | 89% |

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

*100% indicates all students eligible for TAKS were tested.

**100% indicates all students eligible for the State Developed Alternative Assessment II were tested.

***99% indicates 99% of the students eligible for TAAS were tested.

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

| | TAKS 2003- 2004 | TAKS 2002- 2003 | TAAS 2001- 2002 | TAAS 2000- 2001 | TAAS 1999- 2000 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Testing month | April | April | April | April | April |
| SCHOOL SCORES | | | | | |
| (TAKS) % Commended Performance | 73% | 45% | NA | NA | NA |
| (TAKS) % Met Standard | 100% | 100% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 98% | 100% | 99% |
| Number of students tested | 114 | 108 | 98 | 124 | 123 |
| Percent of total students tested | 100%* | 100%* | 99%*** | 99%*** | 98% |
| Number of students alternatively assessed | 1 | 0 | 4 | 3 | 0 |
| Percent of students alternatively assessed | 100%** | 0 | 100%** | 100%** | 0 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 21% | 15% | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 86% | 87% | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 94% | 91% | 87% |

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

*100% indicates all students eligible for TAKS were tested.

**100% indicates all students eligible for the State Developed Alternative Assessment II were tested.

***99% indicates 99% of the students eligible for TAAS were tested.